MINUTES OF THE WORK SESSION & REGULAR MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

June 19, 2019

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held a regular meeting at 7:00 p.m. at the Education Center, 200 North Monroe Street, Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on June 14, 2019, and published in *The Register-Guard* on June 19, 2019.

ROLL CALL
BOARD MEMBERS:
Alicia Hays, Chair
Anne Marie Levis, Vice Chair
Eileen Nittler
Judy Newman
Evangelina Sundgrenz (called in)
Jim Torrey
Mary Walston

STAFF:
Dr. Gustavo Balderas, Superintendent of Schools
Charis McGaughy, Assistant Superintendent for Instruction
Kerry Delf, Chief of Staff
Brooke Wagner, Director of Elementary Education
Cheryl Linder, Director of Student Services
Cydney Vandercar, Assistant Superintendent for Administrative Services
Christine Nesbit, In-House Counsel
Oscar Loureiro, Director of Research and Planning
Lisa Fjordbeck, Executive Assistant / Board Secretary
Carole Knapel, Capital Improvement Program Manager
Sue Wilson, Curriculum Administrator
Holly Langan, Support Services Manager
Leila Schuck, Education Administrator
Kari Skinner, Safety Officer
Jose Alvarez, Nutrition Services
Jennie Kolpak, Nutrition Services
Jill Cuadros, Nutrition Services

MEDIA: Register Guard, KRVM, KVAL.

OTHER: Tad Shannon, Sabrina Gordon, Eugene Education Association**;** John Stapleton, Pivot Architecture.

I. REGULAR MEETING

Chair Hays called the regular board meeting to order at 7:00 p.m.

II. CALL TO ORDER, ROLL CALL, FLAG SALUTE

Chair Hays led those present in the flag salute.

III. AGENDA REVIEW

Dr. Balderas moved Agenda Item IX, Items for Information, No. 6 to No. 2. There were no objections.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Dr. Balderas stated the board would be asked to approve or reject the budget for the 2019-2020 academic year. He would recommend approval as presented. While 4J had made sustainable additions to its budget in recent years, there always seemed to be more need than funding.

Dr. Balderas reported the budget being presented was $2.5 million above the current adopted budget in order to help support students, specifically students with behavioral concerns.If the board wished to encumber any dollars, Dr. Balderas recommended identifying a specific amount and area (such as health and safety). Staff would then work through internal processes to identify a spending plan which the board would vote on in August 2019.

Dr. Balderas noted the board received multiple emails regarding the district potentially being designated a "law enforcement agency." Dr. Balderas read an excerpt of Oregon law, which stated the Oregon Police Department may enter into an agreement to allow access to state and national criminal offender information systems. Oregon law also allowed school districts to establish a law enforcement agency within the district to employee staff as peace officers when carrying out duties of employment. The district's public safety office therefore could become a law enforcement agency, to enable direct access to criminal data systems for purposes such as background checks.

Dr. Balderas clarified that designating the district safety office as a law enforcement agency didn't mean it would change or end its partnership with the Eugene Police Department to provide school resource officer programs. Dr. Balderas reiterated the sole purpose was to access records, in order to more easily protect students from potential applicants for employment, volunteering, etc. It would also save the district money, as each background check cost $60-70.

Dr. Balderas confirmed the district would never arm 4J staff, have police uniforms, or have district-run police cars. He emphasized that the district and community did not want that, it simply wanted greater access to data.

Dr. Balderas shared that high school graduations completed over the past week. He thanked staff for commitment to students.

With the support of the community, the district was able to pass a bond in 2018. Dr. Balderas gave a special thanks to the board for their leadership in that effort. He also thanked three board members, Eileen Nittler, Evangelina Sundgrenz, and Jim Torrey, for their service, as they were leaving the board.

V. ITEMS RAISED BY THE AUDIENCE

Chair Hays read the board and district policy on providing public comment.

Keyshawn Marquis graduated from Churchill High School the past week. He provided his point of view on the district becoming a law enforcement agency, and thus removing Kevin Summerfield and Mr. Galago from their positions of campus supervisors. Mr. Marquis acknowledged that many people thought money was the root of all evil, but in his opinion, fear was the root of all evil. In the current case of the district, Mr. Summerfield and Mr. Galago put a lot of positivity into the universe and would do anything to help youth. Mr. Marquis said statistically, African-American kids couldn't afford college when compared to other demographics. Mr. Summerfield fought that inequity, and helped Mr. Marquis, among others, receive thousands of dollars in scholarships. Mr. Marquis concluded that he hoped more thought would be put into the decision.

Josh Burstein was a 4J parent and also sat on the Budget Committee. He urged the board to adopt the improved budget. The Budget Committee worked very hard on its creation, and although it wasn't perfect, it was important to note that there were investments into behavior supports. He also highlighted there was another year with no furlough days and no layoffs. Mr. Burstein moved to the topic of nutrition services and urged the board to expand the free breakfast and lunch program beyond current service locations, to include the two highest needs high schools (Churchill High School and North Eugene High School).

Jennifer Scurlock was a teacher at Churchill High School. Ms. Scurlock was recently contacted to find out the school may lose Kevin Summerfield and Mr. Galago, it's amazing campus supervisors. The school community needed the board to understand they were much more than a position or campus supervisor. They stood up for students of color, of LGBQT+, of lower economic status, and went above and beyond in mentoring and encouraging all students. It was not unheard of the pair helping kids get scholarships or meeting with families of color prior to their child's enrollment to ensure their safety. Additionally, building relationships took years and commitment. It took heart and intellect - it couldn't be any type of person in that position. Mr. Summerfield and Mr. Galago were the best of the best. It wasn't by accident that Mr. Summerfield received an award from Representative Peter de Fazio during the Dr. King march a few years ago. Ms. Scurlock shared Mr. Galago was the one who reinvigorated the Polynesian Student Union at Churchill High School. She asked the board to please reconsider and not rush to make a decision that would have huge impacts.

Francoise Rowe-Pendleton was a 4J parent of two students. She came to echo previous comments regarding the district designation as a law enforcement agency. The choice appeared to re-designate current positions which were very valuable to the community, and were critical for students, especially those of color. Ms. Rowe-Pendleton highlighted the fact that children of color often didn't have the same access and opportunities for higher education when compared to their white counterparts. The campus supervisor positions were about relationship building, which was particularly important in the nation's and state's current political climate. Campus supervisors instilled discipline, leadership, skills, and they supported students. She urged the board to postpone any vote and ensure that impacted families became involved. Finally, Ms. Rowe-Pendleton asked the following questions: what community outreach was done; how parents were (especially those impacted) notified; what equity lens was used, and what were the unintentional impacts; and what was the ethnic racial breakdown of impacted staff. She thought those were four critical questions that needed to be answered as part of their decision, and that required more time.

Aura Solomon had worked as a counselor in the district for the past five years. She was familiar with three of the five 4J high schools and was concerned that the decision to turn campus supervisors into campus security would militarize the campus and its supervisors. Each of the

campus supervisors, with their unique cultural perspectives, brought in valuable gifts in building a positive school climate. Regimenting, uniforming, militarizing and focusing more on security and fearmongering would interrupt that process. At Sheldon High School, Darren Henry had run an all-year chess tournament, which pulled together all different factions of the Sheldon community. Kevin Summerfield at Churchill High School had supported and ran different affinity groups, like GSA, Black Student Union, Latinx Student Union, and Native American Student Union, which also built community. Ms. Solomon believed the best way to keep campuses safe and secure was by making sure everyone felt welcome, connected, and like they belong. She thought the decision would undermine the already good work happening, and asked the board to postpone its decision until the community could weigh in.

Leah Dunbar spoke on behalf of Churchill High School, where she taught for 19 years. Due to her longevity, she was very familiar with the school's culture which was unique, diverse, positive, and focused on relationships. Mr. Summerfield and Mr. Galago were an essential piece of that culture. Ms. Dunbar stated equity was not about making things the same; she thought the policy to reassign campus supervisors into a security role seemed equitable on its face, however, it would have the opposite impact. Secondly, if intentions were not racist but the impact was, the action/decision was still racist. The decision would impact the community in incredibly devastating ways, particularly for the district's most vulnerable students. Ms. Dunbar asked that the district and board be culturally responsive and respectful of a distinct community that Churchill had spent years cultivating. She concluded it started with how they treated employees.

Jesse Kidd graduated from Churchill High School that month. He stated a large part of his success was due to his role model, Kevin Summerfield. With the district's proposed changes, students, especially students of color, would be negatively impacted. Mr. Kidd wanted to make several points. First, in school, trusting relationships were everything, and putting adults in uniform put up an immediate barrier. When Mr. Kidd saw someone in uniform, he had an immediate gut reaction to walk away, and that reaction was much worse for students of color. Second, Mr. Summerfield and Mr. Galago, along with many other supervisors, were uniquely situated as men of color who represented their cultures through actions and dress, to educate and mentor students of color. They made students feel they were safe in their own skin. In uniform, that same representation would not happen. Third, laying off campus supervisors and asking them to reapply for the position was an insult to their professionalism and talent. Finally, the community did not want an increase of police in schools. Churchill High School would not feed nor facilitate the school to prison pipeline.

Wes Flinn was there as a parent and 4J administrator. Mr. Flinn wanted to discuss the philosophy and education program that ran over the past five years or so. He offered his support for the program and advocated for the district's continued help. The program helped elementary students cultivate empathy while developing an open-minded attitude and becoming comfortable with discomfort when dealing with complexities and ambiguities - skills students needed in the world. Mr. Flinn watched Camas Ridge Elementary students' eyes light up as they built a community of inquiry and engagement in scholarly, philosophical discussions, which Mr. Flinn considered to be one of the underpinnings of democracy. Camas Ridge students had been lucky enough to experience the program. Often conversations stuck with students beyond the classroom walls and spilled onto the playground or elsewhere. This happened not because a teacher was present, but because those young minds were galvanized by a powerful idea they just discussed in class. More than once parents shared amazement at the rigor of thought their children had given to important ideas connected to ideas like ethics, race, gender identity, aesthetics, etc. Mr. Flinn said the program's structure caused students to be excited to have

those discussions, which was often missed in traditional academic settings. Mr. Flinn urged the board to consider the benefits of the program.

Kate Becker was the 4J staff coordinator for the middle school lunch mentor program. That year, there were 113 community members who volunteered as mentors making a difference in the lives of 131 students across all eight 4J middle schools. Ms. Becker thanked the board for prioritizing the program. Counselors reported increased attendance for students, not only on mentor days but across the board, increased positive peer relationships, and an increase in social skills. Ms. Becker acknowledged that during the meeting, the board would decide to potentially change the background check procedure that would involve volunteers who were middle school mentors. Ms. Becker was hugely pro-safety and supported anything to keep students safer, especially students already at risk. Ms. Becker stated that next year, she wanted to recruit 150 mentors; however, background checks cost $75 per person, for a total of about $11,250. She wanted to know what the plan was to fund the program costs. Ms. Becker requested a grant from EEF and was denied. Ms. Becker said the mentor program had a diverse population of mentors, from recent high school graduates to retirees. The diversity was hugely beneficial to all mentees. Unfortunately, many of those mentors would not be able to pay the $75 out of pocket, making the volunteer opportunity harder to sell. Ms. Becker wanted to ensure there was a plan in place to maintain the program while also keeping students safe.

Maya Rabasa shared a 4J success story. She had just come from a performance by Escape Dance Academy, owned by 4J alumni, where two elementary classes collaborated on a dance together. It was a successful endeavor. Ms. Rabasa also asked the board to postpone their decision and to solicit feedback beforehand. Over the past year, she had seen the board respond to public input. She hoped they found the same importance and value in the current process as well.

Ela Meadow was a freshman at Churchill High School. Ms. Meadow objected to Mr. Summerfield and Mr. Galago being laid off and asking them to reapply as security guards. She thought it was insulting and would entirely change the climate of Churchill High School if they were in uniform. Mr. Summerfield and Mr. Galago were figures who provided support and outreach to students, especially those of color. She saw them as the backbone of Churchill's unique community. Mr. Summerfield and Mr. Galago offered a place for students to discuss and expand on topics that weren't always touched upon in class. Both employees encouraged students to pursue what they loved and did so on a personal level. They offered a unique support system, and Ms. Meadow thought it very important they don't wear uniforms, as it would deter students from reaching out.

Nancy Willard spoke in relation to the student climate survey, as the results were shared later that evening. Ms. Willard said there was a pattern of the district and board seeing survey results without change. Over the past decade, results exemplified how frequently students were being bullied and/or harassed and how often students had witnessed bullying. Ms. Willard shared that 10.5% of secondary students observed bullying once a week or more; 5.9% had been bullied once a week or more; 10% witnessed harassment once a week or more; and 5.5% had been harassed once a week or more. Students reported being harassed about physical appearance, disability, gender, sexual orientation, race, socio-economic status, and religion. Ms. Willard said the plan that would be presented to the board that evening was missing four essential components and would not be successful (the components were emailed to the board). She concluded the level or harassment caused toxic stress and profound harm to students.

Amanda Hvass approached the board in October 2018 because her son's special education class was having a lot of problems. She thanked the board, because there had been changes and the year turned out great. Ms. Hvass also thanked the district for choosing to send all special education kids to summer school, without requiring students to qualify by showing significant loss. Additionally, two special education classes received two extra sessions on top of summer school. On top of that, her son would be able to receive tutoring services. Ms. Hvass felt overwhelmed by the board's responsiveness to the classroom's struggles and was very thankful.

Meadow Benedict knew Mr. Summerfield for years prior to his employment at Churchill High School. She explained he pushed for black student unions at other high schools and also started one at Lane Community College (LCC). Ms. Benedict shared that Mr. Summerfield had been extremely supportive of her son, and had improved her son's life by educating him, along with other students about black history. He supported all students and always made himself available to talk. Ms. Benedict said it would be a disservice for the many black students who looked up to Mr. Summerfield and Mr. Galago if they were to switch positions. She asked the board to keep the two positive men, who had gone above and beyond, in their current roles.

Gordon Lafer thanked board members for their time. He expressed concerns about the changing role of campus supervisors. His understanding was that campus supervisors engaged in campus safety mainly through forming relationships and trust with students, so they could anticipate and deal with potential situations in a way that diffused them. Mr. Lafer said the new position was fundamentally different and was defined by the State Department of Public Security and Safety as "unarmed security personnel." By state definition, unarmed security personnel could still carry pepper spray, batons, etc. Mr. Lafer explained security personnel received training that was more oriented to corporate security and was primarily around use of force. Mr. Lafer said his understanding was that the district may not be able to prohibit the use of force that was included in the certification program. Lastly, he thought there might be other ways to conduct criminal background checks, such as having one supervisor do the training and thereby get access to the state database.

Darren Henry had been a campus supervisor at Sheldon High School for 25 years. He had two points to make. First, it came to his attention that campus supervisors could be moved from school to school by the district. He thought doing so was a mistake because the longer a supervisor stayed on one campus, the better they knew the kids, school, and parents. For example, campus supervisors knew the students that had panic attacks, diabetes, seizures, etc. A longer tenure at one campus provided invaluable knowledge that took time to build. For campus supervisors to switch schools would mean to start over again. Additionally, campus supervisors did other things besides supervise. They helped with sports and other activities, for example. Finally, it was difficult for Mr. Henry to understand the need for uniforms. Kids respected him already. He suggested that if campus supervisors had to wear uniforms, that they be school colors, and avoid printed labels such as "security" or "monitor." For at risk, and especially undocumented students, any sort of uniform resembling a security guard was scary. It was not trauma informed to have security outfits in school.

VI. COMMENTS FROM EMPLOYEE GROUPS

Tad Shannon, president of EEA, reported he was retiring at the end of June 2019. Mr. Shannon reiterated the comments made by the public. He thought if any decision changed the student and campus supervisor relationship, it should be reconsidered. Mr. Shannon used to work at Churchill High School and vouched for the valuable work done by Mr. Summerfield.

Ms. Shannon noted the legislature passed the Student Success Act (SSA) which would provide more funding to all schools in Oregon, for the first time in at least 20 years. Mr. Shannon had been part of the district for 20 years and it was the first year the board wouldn't wrestle with difficult decisions around furlough days, program eliminations, layoffs, etc. About $2.5 million was part of the SSA proposal. School funding opponents were already trying to take away this investment, so it was important supporters began advocating for the bill. If SSA made it to the ballot, Mr. Shannon was confident Oregonians would see its value to education. SSA could provide an opportunity to make decisions that would revitalize 4J schools.

Sabrina Gordon would act as EEA president, beginning Fall 2019. Ms. Gordon thanked Chair Hays for an opportunity to explain an effort by 4J and EEA, called the instructional seminar series. Ms. Gordon explained it was a series of professional development seminars for teachers. It was a good example of a joint project between the two bodies that had a big impact.

Ms. Gordon said there were 77 participants that year, including teachers from 4J and Bethel School District, school board members, and instructional assistants. The sessions were planned by EEA's instructional committee, which had some Teachers on Special Assignment (TOSA) sitting on it. TOSAs were aware of district goals, so it was valuable when planning the sessions. Additionally, EEA ensured they chose, and planned sessions teachers wanted. Ms. Gordon explained 4J helped support the effort by providing a coordinator at .2 FTE. She concluded that without the coordinator, it wouldn't be possible to plan and host the seminars.

VII. COMMENTS AND COMMITTEE REPORTS FROM BOARD MEMBERS

Chair Hays thanked folks for providing public comment and discussing the important work of campus supervisors. She explained there were two separate issues that came forward simultaneously, due to poor timing. The first part was on the agenda, which was to designate the district as a law enforcement agency, solely so the district had access to the database. There would be limited employees who had access (likely in Human Resources) and who would be trained.

Chair Hays wanted to be clear that the board was not making a decision around staff members' positions. The board could influence decisions, but they would not have the final say. She stated the district wanted the types of relationships created by campus supervisors as it was important for students to feel connected.

Chair Hays also addressed the issue of uniforms. The board would never suggest supervisors where uniforms, but perhaps a polo shirt or something similar. Having an easy way to be identified could be helpful in a crisis. There were conversations that needed to be had, but not by the board.

Finally, Chair Hays noted the district did have an equity tool, which was used in evaluating all potential decisions.

Chair Hays asked Ms. Nesbit to elaborate.

Ms. Nesbit confirmed that what Chair Hays said was correct. Unfortunately, some issues became convoluted and misinformation was out in the community. Ms. Nesbit clarified that no campus supervisors would be laid off. Staff members were asked to continue their employment. At the Union's request, the district would allow any employee who did not want to continue as a

campus supervisor or monitor to volunteer to be laid off and have recall rights to any prior position. The district wanted to treat employees right, but also wanted to acknowledge there was anticipated change.

Ms. Nesbit explained campus supervisors had nothing to do with the law enforcement agency designation. No vote that evening that would affect campus monitors. The resolution to be voted on focused on access to records.

Ms. Nesbit provided some background on bargaining. Over the past couple months, district staff discovered that student supervision assistants actually require a Department of Public Safety Standards and Training (DPSST) certification. The Department of Public Safety and Oregon state law said that when primary duty was to protect people or property or to observe and report unlawful activity, then an individual must have a DPSST certification. When the district attempted to plan trainings for campus supervisors, the district was asked to enter bargaining.

Ms. Nesbit said there had been three bargaining sessions to date. The district could avoid the DPSST certification requirement if the job description changed; however, protecting people and property was the role of a campus supervisor. During negotiations, the district proposed to keep current campus supervisors in an upgraded position. The district and union were currently working through some issues but overall had positive conversations to date.

Ms. Nesbit clarified it was false that campus supervisors would be armed. There would be no type of weaponry (i.e. mace, taser, etc.). The 2018 board resolution was very clear that employees would not hold any sort of weaponry, and the district was bound to that decision.

Regarding uniforms, Ms. Nesbit reiterated the district was talking about polo shirts and not any sort of police uniform that could seem intimidating. So far, they received positive feedback from principals on the idea of uniform shirts. Additionally, whatever uniforms were chosen and whatever job description was created would not be issues for the board to decide.

In terms of the ability to make arrests and use of force, Ms. Nesbit explained campus supervisors would remain district employees and thus subject to district policies, including all policies relating to when and under what circumstances staff could ever touch a student. No one would be compelled to use force based on their certification. Finally, there was widespread misapprehension that employees were not expected to have relationships with students. The district believed that having and maintaining positive relationships was critical to providing campus safety.

Ms. Nittler asked how many employees would have Law Enforcement Data Systems (LEDS) access. Ms. Nesbit said one or two staff members. Ms. Delf would go into more detail later on in the meeting.

Ms. Walston asked if state law on certification changed. Ms. Nesbit said state law did not change. The district wasn't aware of the requirement and recently discovered it. After more research, staff learned campus supervisors were required to do the training.

Ms. Walston asked if, other than the state required training, the positions would follow policies created by the board. Ms. Nesbit said yes.

Mr. Torrey wanted to ensure that during OSEA negotiations, the changes were discussed with campus supervisors. Ms. Nesbit said they were. Mr. Torrey wondered why the district was seeing an uprising now, instead of when bargaining began.

Ms. Nesbit replied that she was not entirely sure. She thought it could be a bargaining strategy. In fact, OSEA's advice was to create publicity around the issue and go to the board meeting to discuss the issue.

Mr. Torrey clarified the board was talking about access to background checks, used to protect students and staff at school. He noted schools needed some support in order for volunteers to come forward, and background checks were a large expense. During public comment, Mr. Torrey didn't hear opposition to background checks but to the firing of great employees; however, that was not happening.

Ms. Nesbit said there would be no break in employment unless the employee wished to enter into layoff status. District administration specifically asked each employee to continue employment and embrace training and mentorship opportunities provided.

Mr. Torrey wondered if the district would be responsible for training costs. Ms. Nesbit said of course, and employees would be on paid time during the trainings. Additionally, the district intended to offer supplemental trainings, such as de-escalation, mentorship, student education records, etc.

Ms. Newman was happy the issue came up, so the board and community could discuss it and gain a greater understanding of why there was pushback. Ms. Newman clarified there was the current position description campus supervisors' officers operated under, but employees didn't have the state required training to be in the role with the position description as is. Ms. Nesbit said yes, the supervisors didn't have the needed certification.

Ms. Newman asked if the district's choice was to provide the training or completely change the campus supervisor position description. Ms. Nesbit responded yes, changes would be needed to ensure folks in the role were not responsible for protecting property or people.

Ms. Newman wanted to be sure she understood the issue entirely. She clarified that the district offered training so employees could stay in their positions, but some people resigned. Ms. Nesbit said no one resigned but the union requested bargaining as was appropriate.

Ms. Levis said the forum didn't give board members a chance to have discussion with concerned audience members. She would stay and talk to folks after the board meeting as long as needed so everyone was heard.

Chair Hays called a ten-minute break.

The board rejoined at 8:32 p.m.

After hearing from Mr. Shannon and Ms. Gordon, the board moved onto board member and committee reports.

Ms. Walston thanked Mr. Shannon and members leaving the board for their service. She also congratulated high school graduates. Ms. Walston stated that during the break, she was able to talk to Kate Becker about the middle school mentor program and access to fingerprinting.

Schools greatly benefited from the mentor program and she hoped the district could find a way to support background checks to continue the program. Ms. Walston acknowledged Mr. Flinn's comment, and noted the philosophy program was great, but she was unsure it was the district's responsibility to help fund a graduate program. She would rather use funds toward K-12 programs.

Mr. Torrey sat on the board for 12 years and shared that the current board was the most efficient and successful experience he had on any committee. He thought members were able to disagree without being disagreeable and support decisions once they were made. Mr. Torrey thanked the community and hoped everyone knew there was no community in Oregon who stood up for students and staff like the 4J community did.

Mr. Torrey also noted the equity lens came up often. He thought everyone could be proud about the district's work on the equity lens as it was effective, and the Oregon Department of Education now used it as a model for all school districts. As important as the tool was for the whole district, it was also important for all board members to use their own equity lens when making decisions. He wished everyone luck in their future endeavors.

Ms. Newman thanked folks for coming, and thanked Chair Hays for providing a break so board members could briefly visit with audience members. Ms. Newman shared that student representative Hannah Mitchell ran for Associated Student Body (ASB) president and won. Finally, Ms. Newman was thrilled to be able to attend high school graduations over the past week. They were inspiring for her.

Ms. Levis said a year ago, the board identified three things it would do: pass a bond measure, pass a levy, and improve graduation rates. The board had laser focus on all three, although improved graduation rates was not a shift that could be done in a year.

Ms. Levis attended three graduations over the past week and spent the past two days at a City of Eugene workshop on community engagement and conversations. The session was part of a program from Heartwood Public Innovators. Finally, Ms. Levis appreciated Chair Hays providing time to engage and connect with the community during the meeting. The more back and forth conversations they had with each other, the better the district would become.

Ms. Nittler said four and a half years ago, she participated on the superintendent search committee. The agency who ran the search said they received more responses from Eugene residents regarding what they wanted in a superintendent than they had ever seen before. Ms. Nittler loved the community's passion and it was one reason she chose to run for the board. Specifically, she wanted to run and work on district wide equity. Ms. Nittler was pleased to no end about the equity work done. It was a good start - there was no end to equity work.

Ms. Nittler thought Mr. Marquis' statement that "fear is the root of all evil" was powerful. Change was scary. She acknowledged there were three board members leaving, causing a certain stop to catch up new members, and that could sometimes be uncomfortable. However, the board changes made by the district and board were slowly but surely coming to good results.

Ms. Nittler attended the Eugene Education Foundation (EEF) grant ceremony. Being on EEF was a mixed experience for her as it was her belief schools shouldn't be funded by donations, and that poorer schools shouldn't subsidize wealthier schools via scholarships. Ms. Nittler acknowledged the grant denied to the mentor program and explained the EEF board thought it was a cost that should come from the district. She hoped the board continued to do equity work

and that the 4J community advocated for ESSA to become law as she thought it would be on the January 2020 ballot. Finally, Ms. Nittler thanked Ms. Fjordbeck for her kindness and work supporting the board.

Ms. Sundgrenz thanked everyone for coming to the meeting and reaching out to the board. She thoroughly enjoyed working with the community and district staff as a board member. It was impressive what had been done within the district.

Chair Hays was honored to serve as chair for the year. She acknowledged the board met its goals, and it was because every single board member participated and took action.

VIII. CONSENT GROUP - ITEMS FOR ACTION

1. Designate Clerk and Deputy Clerk
2. Approve Resolution 2019-18 making Appropriations Resulting from Transfers
3. Approve Personnel Action
4. Approve Contract Template Update
5. Approve the Maxim Contract for Nursing Services
6. Approve Minutes from:
    - April 15, 2019 Board Meeting
    - May 1, 2019 Board Meeting
    - May 15, 2019 Board Meeting
    - May 22, 2019 Board Meeting

MOTION: Ms. Walston moved, seconded by Ms. Levis, to approve the Consent Group.
VOTE: The motion carried unanimously, 7:0.

IX. ITEMS FOR INFORMATION

1. Bond Update: School Design Vision & Values

Ms. Delf and John Stapleton, Pivot Architecture, presented a PowerPoint entitled "*Community Design Guidance and Educational Specifications for New Schools*." The purpose was to explain initial steps taken to gather community input for upcoming school builds. Ms. Delf explained 4J voters passed a bond measure that would allow the district to build three new schools, as well as complete other upgrades.

Mr. Stapleton briefly covered the process done by Pivot Architecture. He explained the district's vision for new schools was captured in a document called an "Educational Specification" (EdSpecs). EdSpecs translated the community's needs and wants into built environments. It was done through a process of listening and synthesizing responses into a document. Each level of school - elementary, middle, and high - had one.

Documents used while collecting input included:

- May 2002 Elementary School Educational Specification
- August 2007 Shaping 4J's Future document
- 2013 Elementary School Program Update for new elementary schools
- 4J Vision 20/20 Strategic Plan document 2017
- Long Range Facility Plan Update 2017

Processes used while collecting input included:

- Community Design Guidance Visions and Values outreach process 2019

- User Satisfaction Survey for eight 4J elementary and middle schools 2019
- Updated Technical Specifications 2019
- Teaching and Learning team workshops 2019

Mr. Stapleton shared results from an online user survey done by the district. Parents, students, and staff at eight newer 4J schools were asked what worked well in the building, and what needed improvement. There was a total of 1,200 responses back. Pivot Architecture received a ton of great feedback to work from.

Mr. Stapleton shared that during surveys and outreach sessions, the community was asked to help create vision and value statements around the following topic areas:

- Safety and Security
- Sustainability and Resilience
- Equity and Accessibility
- Teaching and Learning
- Health and Wellness

The intent of the work was to provide the broader community an opportunity to align the upcoming bond projects with community values for all district school projects.

Mr. Stapleton explained group sessions started with large groups, and then broke out into small groups to discuss community values. The work product began with conversations and community members weighing in and evolved from there.

Ms. Delf explained the district wanted to report the work done so far in a public forum, as many were anxious to see progress. Updates were also posted on the district website so all could access the information. Ms. Delf noted the outreach sessions ended with the community selecting a few key statements, as follows.

“Learning environments nurture achievement, inspire growth, and foster creativity.”

- Elements to consider around the statement were:
    - Spaces for teacher collaboration
    - Access to daylight and views for all
    - Learning supports in all spaces, not just classrooms
    - Support for applied and project-based group learning
    - Spaces for multi-modal learning
    - Display spaces for student work, both 2D and 3D

“Buildings foster warm and inviting feelings while prioritizing safety.”

- Elements to consider:
    - Open sightlines
    - Clear vantage points for supervision
    - Few ways in, and many ways out
    - Secure vestibule at main entry
    - Safe access for multiple modes of transportation
    - Reliable technology for access control and monitoring
    - Community supports 4J’s policy for a prepared emergency shelter school in each region

“Buildings empower students, promote inclusion and equity, and provide safe and welcoming environments that meet diverse needs.”

- Elements to consider:
    - Safe and varied environments for eating
    - Gender-inclusive restrooms in all areas
    - Icon-based signage and wayfinding that can be understood by all
    - Buildings are sensitive to the cultures of the people inside them
    - Buildings support varied behavior and learning needs
    - Trauma-informed design strategies

"Spaces promote mental and physical health."

- Elements to consider:
    - Access to nutritious fresh foods
    - Indoor and outdoor activity areas
    - Wellness spaces for staff and students
    - Spaces for movement breaks during day
    - Reduce visual and acoustic stimulation
    - Mental health and sensory spaces

"Buildings are welcoming and support the community."

- Elements to consider:
    - Afterschool program spaces
    - Access for community gatherings and programs
    - Parent/community rooms
    - Buildings reflect the cultures of the neighborhoods they serve
    - Buildings respond to the neighborhoods they serve in scale and aesthetic
    - Community access to playgrounds and fields

"Buildings are adaptable and flexible,"

- Elements to consider:
    - Movable, transparent, acoustically sound walls in key locations to connect spaces
    - Multiple teaching walls
    - Adjustable spaces for large group instruction and team teaching
    - Adequate storage for curriculum materials, reducing classroom clutter
    - Reliable, simple and appropriate technology to support learning
    - Flexible spaces for applied learning, projects, and career and technical education
    - User control of the transparency between spaces

"Buildings connect students to nature."

- Elements to consider:
    - Outdoor classrooms are both open and covered
    - Accessible covered play areas
    - Natural play spaces and places to explore
    - Nature as learning lab
    - School/community gardens
    - Views and connections to nature from learning spaces

"School facilities have low environmental impact."

- Elements to consider:
    - Long-life buildings
    - Low maintenance, native landscaping
    - Reduce energy use

- Reduce carbon
- Local nontoxic materials
- LEED as guide for sustainable strategies

Ms. Delf thanked all parents, students, staff and community members who volunteered their time to share their input in order to make schools great. She reiterated the input would now be included in the design moving forward.

Ms. Walston noted there was a recent meeting to discuss Edison Elementary School, and there would be another in August 2019. She requested there be a blog or newsletter made to inform community members and keep conversation going.

Ms. Delf said absolutely. The district understood it was very difficult for community members to come out to evening meetings. Communications staff would offer chances other than meetings to provide input.

Ms. Levis thanked Ms. Delf and Mr. Stapleton for their work. She noted the board compromised on the initial desired price of the bond. The lower dollar amount that passed did not allow for individualized engagement processes, so the district would gain lessons from past building experiences. Ms. Levis asked if information collected would be posted in a place for community members to view. Ms. Delf said yes, the information would be posted in a final document format on the district's website, under "Bond Information." It could be easily accessed at 4j.lane.edu/bond.

2. Receive an Update on Facilities Summer Work Projects

Ms. Delf and Ms. Knapel presented a PowerPoint presentation entitled, "*Bond Update: Summer Facilities Work Plan*." Ms. Delf said staff continued significant planning work for upcoming projects funded by bond dollars.

Ms. Delf shared recent planning work by the district:

- School Design Vision & Values
  - *Report out product of community process*
- Educational Specifications
  - *Finalize elementary ed spec update– Finalize high school ed spec*
- New Builds
  - *Engage community regarding Edison design direction*
- Program Moves
  - *Corridor & Yujin Gakuen—Explore conceptual options, prepare for school planning process in fall*
  - *Community Living Program—Conditional use permit*

Ms. Delf explained 4J was in the process of selecting architects for the first two school design projects, soon to be underway. Later that summer, the district would release a Request for Proposals (RFP) for the construction manager/general contractor for the projects. During fall 2019, the district would work with architects to begin the schematic design process for North Eugene High School and Edison Elementary School. Now, the district was beginning to design the temporary school site at Willard.

Ms. Delf noted another focus of new buildings was equitable athletic facilities. The district was currently beginning design on a new softball field for the girls' team, to open summer 2021.

Ms. Delf covered buildings and sites that would have changes:

- ECCO would move to the district property on Monroe.
  - *Erect a pre-fabricated building at the Monroe Education Center (complete Fall 2019)*
- Chinese Immersion
  - *Install a 2-classroom portable at Crest Drive*
- Swing School
  - *Begin work for facility to open summer 2020*
- And the Rest of district sites
  - *Targeted facility improvements across the district*

Ms. Delf provided additional detail and explained ECCO would move its site to the newly constructed building on district property on Monroe which was just getting underway and would be complete fall 2019. The Chinese Immersion program was expanding, so portables would be added at the site to accommodate more students. Finally, prep work for a swing school at the Willard site would begin soon.

Ms. Knapel stated prep work would include site survey work and geotechnical investigations that were necessary in order to move forward in planning for the swing school buildings.

Ms. Delf highlighted other improvements to be done district wide:

- Security
  - Video cameras: Complete high schools and begin middle schools
- Fire Safety
  - Replacement of stage curtains: High schools, ATA, Madison, Monroe, Spencer Butte, Gilham
- Energy Efficiency
  - Window replacement: South Eugene, Phase 2
  - LED lighting: Spencer Butte and Transportation
  - Environmental controls: Adams building controls, Edgewood office HVAC & controls
- Accessibility
  - Restroom modification
  - New Life Skills classroom at Charlemagne
- Maintenance, Repairs & Improvements
  - Roofs: Kennedy & South Eugene partial re-roof, Awbrey Park mansard roof replacement
  - Boilers: Sheldon boiler replacement
  - Parking lots: Buena Vista slurry seal and restripe
  - Playgrounds: McCornack partial playground replacement
  - Floors: Sheldon flooring abatement and replacement, multi-site gym floor refinishing
- Safe Routes to School
  - Pathways: On-site improvements at Awbrey Park, Spencer Butte, McCornack, Adams
  - Skateboard and scooter racks: All buildings

Mr. Torrey asked for the planned construction deadline for Gilham Elementary School. Ms. Delf said that Gilham Elementary School would have a future major improvement and expansion plan, but at this point the district was moving forward first with the Edison Elementary School

and North Eugene High School designs, followed by the Camas Ridge Elementary School designs. The district would decide when work on Gilham made the most sense, based on district processes and availability of contractors. Mr. Torrey didn't have an issue with the construction timeline, but thought it was important to inform the Gilham community.

Chair Hays asked if the district planned to install signage at the Willard site, to inform community members what was going on during construction. Ms. Delf thought Chair Hays made a good point.

3. Receive Information on Board Member Vacancy Appointment Process

At the last board meeting, the district received the resignation of board member Ms. Sundgrenz. Ms. Delf wanted to provide an update on the vacancy and appointment process, which was designated under school board policy and Oregon law. There was currently an application for folks to access on the district website. So far, staff received a couple of applications. After the application deadline of July 31, 2019, the board would consider the applicants, and interview each briefly.

The position would be filled by the appointment of the school board and would serve for the rest of Ms. Sundgrenz's term, until June 30, 2021 (after the next regular district election in May 2021). Anyone applying must be a legally registered voter and have lived in the district for at least one year. The vote was scheduled for early August 2019.

Chair Hays said interviews were scheduled for Monday, August 5, 2019 (subject to change).

Ms. Levis asked if there was a plan for outreach and communication between the board and community. Ms. Delf said information about the vacancy was shared throughout by the district in a variety of ways including online, news/print media, social media, and other publications. She noted a key piece of outreach was word of mouth communication and encouragement.

Ms. Levis said there were lots of groups the board could reach out to. She challenged board members to attend various meetings, and hand out information on the position. Ms. Delf would put together a blurb for outreach.

Ms. Newman asked when board members would have access to the applications. She wanted enough time to read responses. Ms. Delf said the applications would be provided in a packet for the board right after the closing date, but she could also provide some earlier as they were submitted.

4. Receive a Report on School Climate Survey

Mr. Loureiro and Ms. Leila Schuck, Special Education Administrator, presented a PowerPoint presentation, entitled "*The 4J Climate Survey*," which summarized responses to the school climate survey taken by students.

Mr. Loureiro highlighted a couple of results in particular. First, more students participated in 2018-19 than prior years, and demographics of respondents mirrored those of the whole district.

Mr. Loureiro explained it was difficult to estimate the scale of frequency, however, as in previous years, the prevalence of bullying and harassment in 4J seemed to be significantly higher than in

the U.S. as a whole. In 4J, 59% of students in grades 6 to 12 reported not to have been bullied at all during the year, up from 56% last year (4J School Climate Survey). Nationally, 72.2% of students in grades 6 to 12 report not to have been bullied at all during the year (School Crime Supplement to the National Crime Victimization Survey).

Mr. Loureiro explained that when looking at trends, there were improvements from 2012-2013 until 2016-2017. After 2016-17, the district saw worse results, likely due to the change in the national culture. In 2018-19 the district once again saw improvements.

Ms. Schuck explained current efforts in addressing bullying and harassment:

- Increased focus and time on Tier 1 behavior support systems to improve overall school climate at the K-8 level
- Consistent Social Emotional Learning across K-5 classrooms, including bullying prevention units
- Adoption of a consistent reporting protocol across 4j for bullying and harassment
- Work done as part of the Behavior Framework implementation.

Ms. Schuck shared plans for 2019-20:

- Convene Bullying & Harassment work group to specifically address universal and individual supports
- Provide updated guidance to all administrators and schools on how to take and respond to bullying reports, document staff responses, and ensure safety for students who report
- Expand work on trauma-informed care implementation via recommendations from TIC work group
- Provide instruction in Digital Citizenship as part of our technology and Social Emotional Learning
- Work done as part of the Behavior Framework implementation

Ms. Schuck shared the district's 2018-19 behavior framework. A team of 64 members that included classified, licensed, administrators and community experts developed and were implementing a behavioral framework to build a comprehensive system to support the complex needs of our students, including:

- Addition of behavioral interventions and additional support staff in 4J schools, including Project PASS to four elementary schools.
- Provision of extensive staff training, including PBIS, trauma informed care, and de-escalation (Mandt) training.
- Adoption of a social emotional learning curriculum to support 4J students.

Ms. Shuck shared the planned behavior framework for 2019-20. The district would:

- Add 6.5 hours of trained behavioral support EA to every elementary school
- Add an additional full-time behavior consultant/PBIS coordinator, a full-time school psychologist and a half-time Mandt trainer
- Expand mental health services for students not currently eligible for OHP
- A systematic secondary behavior and SEL model across all 4J middle and high schools
- Continue to provide on-going professional development for behavior and social emotional learning, including trauma informed care and classroom practices, Mandt, culturally responsive PBIS, de-escalation and training to conduct Functional Behavior Assessments to include prevention, reinforcement and safety plans.

Ms. Walston asked how staff knew the behavior framework was working, and what measures of success were used. Ms. Schuck said the next step for the leadership team was to discuss collection of data points.

Ms. Newman wondered if there was any explanation about why 4J seem to be higher than national average. Mr. Loureiro had been that way since the district began its survey. His guess was that questions were slightly different on each survey.
Ms. Walston suggested discussing the differences during a Fall 2019 work session. Ms. Levis agreed and said board members could submit questions for staff prior to the session.

5. Receive a Report Listing Credit Cards Issued

Ms. Langan and Ms. Vandercar provided a report on credit cards issued in 2018-19. There were 157 cards issued in total which was a slight decrease from the past. In general, all schools and departments used credit cards for small purchases, to help with efficiency.

6. Receive an Update on Nutrition Services

Ms. Langan introduced three new managers in the nutrition services department. They included Jose Alvarez, Jill Cuadros, and Jennie Kolpak.

Ms. Langan said transitioning to in-house meal service was a heavy lift. She was proud of the work done to date, and highlighted accomplishments. At that point, the department's biggest challenge was packing of small wares. It was an extensive process but would be complete the following week. Additionally, the district hired temporary staff to organize what supplies could be used and what needed replacement. Ms. Langan said that as the district purchased small wares, staff would help unpack and send items out to schools.

Ms. Langan explained the department developed a summer menu built off food the district already had. The menu was not necessarily representative of future meals but would get summer programs going. Additionally, the department was excited as Ms. Cuadros put together a salad bar at all four summer school sites.

That Monday, Ms. Kolpak and Ms. Langan would evaluate the Applegate Cooperative, a bid that came in from the Request for Proposals (RFP). After the visit, they would know what food products the district would have in its inventory, how much, and the pricing. From there, they could create a more detailed budget. Ms. Langan added the district would likely purchase supplemental items, hopefully sourced from local farmers and vendors.

Ms. Langan mentioned all nutrition service coordinators were enrolled in Serve Safe certification to build food safety awareness, to the extent they had not been trained for it before. The training would better prepare them for scratch cooking.

Ms. Langan shared that nutrition services was also working with BRING, the City of Eugene, and Lane County to complete eight waste audits in schools. The audits created a baseline so the district could begin to think of different ways to divert waste from schools. First, the district would roll out Love Food, Not Waste in all its elementary schools, however, it was still being developed.

Ms. Langan shared the team was also working on buying all reusable utensils, first for elementary schools, then middle and high schools. Middle and high school would also offer

plastic utensils because the population was much more mobile during meals. Lastly, Ms. Langan shared there were two committees, critical to the program's success. Those committees were the wellness advisory committee and menu advisory committee. Both were seeking volunteer members.

Mr. Torrey asked if students required to complete community service hours could help in the effort (i.e. gleaners, gatherers, etc.). Ms. Langan thanked him for the suggestion.

Chair Hays asked where the district would start its summer food program, as board members wanted to come and/or share the event on social media. Ms. Cuadros said the program started Monday at Howard Elementary School. She suggested board members come in a few weeks. By the third week, all four schools would be set up.

Ms. Nittler asked how sites were chosen. She noticed they were all in north Eugene. Ms. Langan said practice was to offer summer meals where there were summer school programs. She noted there was a summer school program at Churchill High School. Students enrolled in the program were served meals by Food for Lane County (FFLC).

Ms. Walston asked if the nutrition services program would solicit folks for the advisory committees during Fall 2019. Ms. Langan replied yes.

X. ITEMS FOR ACTION

1. Approve School Meal Prices for Fiscal Year 2019-20

Ms. Langan explained the board approved school meal prices on an annual basis. There hadn't been an increase in pricing since 2014-15, however, there were a few reasons the district recommended increases prior to the 2019-20 academic year. First, the district anticipated food prices increasing at least 15% due to fuel costs and tariffs. There was also a USDA requirement to maintain a certain level of equity for paid and free and reduced meal prices. Currently, the district was right on the cusp of meeting the standard. An increase now would avoid the risk of a larger increase all at once the following year.

MOTION: Mr. Torrey moved, seconded by Ms. Nittler, to Approve School Meal Prices for Fiscal Year 2019-20.

VOTE: The motion carried unanimously, 7:0.

Ms. Walston asked if the USDA reimbursement for lunches would remain the same. Ms. Langan said it would increase. Staff would find out the exact amount in mid-July 2019. Ms. Walston asked if she knew how ESSA would affect meal programs. Ms. Langan said the Oregon Department of Education (ODE) Child Nutrition Program was still working out impacts to programs.

2. Approve Board Resolution to Improve Access and Efficiency of Safety Information by Designating the District's Public Safety Office as a Law Enforcement Agency

Ms. Delf, Ms. Vandercar, and Kari Skinner, Safety Officer presented on the item. Ms. Delf explained the board heard the item during their last regular meeting as an item for future action. The district was proposing the designation of the district's public safety office as a law enforcement agency. The purpose of this was not to make any change in how public safety was approached in schools; it was essentially an administrative change that would allow the district

to have an agreement with Oregon State Police to have access to the law enforcement data system (LEDS). The system provided more reliable information for background checks, and in a more effective and cost-efficient way. Background checks were done when screening staff and volunteers, for the purpose of student safety.

Ms. Delf noted the designation would not change the district's relationship with school resource officers or campus monitors. Again, the change was solely for more thorough background checks.

Ms. Nittler asked if there were ways to access the database without a law enforcement designation. She was told no. In order to access the system, the district's safety office needed to be designated as a law enforcement agency. Ms. Delf clarified the change did not mean there would be police uniforms, or police cars on campuses.

Ms. Nittler wondered what the estimated savings were. Ms. Delf said the district would save about $55,000-60,000 for running volunteer background checks, with limited financial assistance provided to volunteers. Additionally, the LEDS system was more time efficient and provided a more thorough background check than what was currently available to the district.

Ms. Newman asked for the cost of the new system. Ms. Delf said the system was not fee based. Currently, the district paid for background checks but under the proposal it would not.

Ms. Newman understood intent for the designation was one function, but wondered what other functions the district would have if the resolution was passed. Ms. Delf said it improved access to information sharing about criminal activity related to schools. A district could decide to have a more police oriented public safety department, but that was not 4J's plan.

Ms. Skinner explained that ORS 332.531 stated that a district school board of any school district may establish a law enforcement agency and employ such personnel as may be necessary to ensure the safety of school district personnel and students upon and in the vicinity of school district premises and the security of real property and personal property owned, controlled or used by or on behalf of the school district. Under the statute, the district's public safety office could potentially become a full police agency, similar to the University of Oregon police; however, that was not the intent of the district.

Ms. Newman understood the intent and thought it was important. She wondered if they could add something to the resolution, specifically that the district would use its designation for the sole purpose of background checks. She would feel more comfortable if wording was included within the resolution, rather than keeping it at the board's and staff's understanding.

Ms. Delf said the resolution spoke specifically to gaining access to more efficient and effective information. It didn't include detailed restrictions but spelled out the purpose.

Ms. Vandercar noted the board could request the superintendent to include further detail in board policy.

Ms. Walston asked who would access the data and what the consequences were if someone were to leak information. Ms. Delf said access was highly restricted and there were significant consequences if information was shared.

Ms. Skinner said the only three employees in the district with access would be Ms. Vandercar, Melissia Olin, and herself. Additionally, audits were conducted by Oregon State Police to ensure there wasn't misuse of the system.

Ms. Walston asked if the district currently incurred background check costs for programs, such as the middle school mentor program. Ms. Delf said yes, the district incurred costs of simple background checks.

Ms. Levis asked if the resolution had anything to do with campus monitors. She was told no. Ms. Levis then asked what other Oregon school districts had a law enforcement designation. Ms. Skinner stated Portland Public Schools, Beaverton School District, and Hillsboro School District.

Ms. Levis asked if staff would need to come back to the board, should the resolution expand anything beyond what was stated, or if things could be interpreted from ORS. Essentially, she wondered if more limitations should be included.

Ms. Delf responded that in order to make any changes, the board would need to adopt an additional resolution. Ms. Vandercar added the district had a great relationship with its student resource officers (SROs), so the district really didn't need everything entailed in ORS. The resolution would not change the district's current program with Eugene Police Department.

Ms. Sundgrenz stated there was a portion of the community who was extremely scared that their children of color would be targeted. She wondered if there was a way to ensure what the board would vote on was in writing as a policy, in order to ensure nothing would change in the future.

Dr. Balderas said nothing would change, except the district could receive information from a national database. The resolution was not about students, beyond protecting them. At that time, the district depended on outside organizations to gather information. Access to LEDS would provide easier access to more instant information, particularly in crisis situations.

Mr. Torrey thought, for clarity of the resolution, it should be included that legislative intent was limited to background checks. In the event the resolution exceeded that clause, it would need to be brought back as a policy adjustment by the board. Again, he reiterated there was nothing to do with campus supervisors within the resolution.

Ms. Newman looked up the ORS and thought it was broad. She trusted the intent of the staff and the board, but in 10-15 years things could change as people didn't always look into legislative intent. She suggested an amendment with wording similar to, "solely for the purpose of information access including LEDS."

MOTION: Mr. Torrey moved, seconded by Ms. Nittler, to Approve Board Resolution to Improve Access and Efficiency of Safety Information by Designating the District's Public Safety Office as a Law Enforcement Agency

VOTE: The motion carried unanimously, 7:0.

Ms. Newman made an amendment to the resolution, and thus motion. She suggested changing Number 1, because the district wanted to limit the extent of ORS. The wording she suggested was, "As allowed by ORS 323531, solely for the purpose of information access including background checks."

Ms. Delf suggested the following amendment for Number 1: “So be it resolved that, as allowed by ORS 332.531 the board hereby designates the district’s public safety office as a law enforcement agency, solely for the purpose of improving information access, to protect the safety of school district staff and students on district premises and the security of district property”

MOTION: Ms. Newman moved, seconded by Mr. Torrey, to Approve Board Resolution to Improve Access and Efficiency of Safety Information by Designating the District’s Public Safety Office as a Law Enforcement Agency, with the above amendment.

VOTE: The motion carried unanimously, 7:0.

3. Adopt Resolution 2020-01 Adopting the 2019-2020 Budget, Making Appropriations, Imposing and Categorizing Taxes

Dr. Balderas explained the proposed 2019-2020 budget was vetted by the budget committee and presented to the school board once prior.

MOTION: Ms. Nittler moved, seconded by Ms. Newman, to Adopt Resolution 2020-01 Adopting the 2019-2020 Budget, Making Appropriations, Imposing and Categorizing Taxes

VOTE: The motion carried unanimously, 7:0.

Mr. Torrey wanted to see ways to expand and ensure expenditure of funds for health and safety of students. After discussing the issue with the superintendent, Mr. Torrey became convinced that hiring expert staff was the best solution, as they were more knowledgeable in the area. Mr. Torrey suggested that staff return to the new board with an implementation plan and ensure board members understood how they would proceed.

In terms of a request for an encumbered amount of money, Mr. Torrey thought the number should be decided by the superintendent and the new board of directors. Alternatively, the board could adopt a supplemental budget anytime during the fiscal year.

4. Approve Board Working Agreements

Ms. Levis thanked Ms. Newman and Ms. Walston for working on the agreements with her. The group did some formatting and numbering changes and added more detail.

MOTION: Ms. Walston moved, seconded by Ms. Levis, to Approve the Board Working Agreements.

VOTE: The motion carried unanimously, 7:0.

5. Approve the Initiation Process for 6-12 Social Studies Curriculum

The item was presented as first read at the June 5, 2019 meeting. Ms. McGaughy and Ms. Wilson were present to answer any follow up questions. Ms. McGaughy stated the curriculum materials were part of the bond funds approved by voters.

MOTION: Ms. Levis moved, seconded by Ms. Newman, to Approve the Initiation Process for 6-12 Social Studies Curriculum.

VOTE: The motion carried unanimously, 7:0.

6. Approve Revisions to Board Policy GCDA/GDDA – Criminal Records Checks and Fingerprinting

Ms. Nesbit explained the proposed revisions. The board had previously received an overview.

in response to public comment, Ms. Nesbit didn't expect middle school mentors needing to be fingerprinted as a result of the policy. Middle school mentors were removed from the list of those required to be fingerprinted.

Ms. Walston asked if they would have the simple background check. Ms. Nesbit said middle school mentors would, but some other volunteers would need a background check via fingerprinting. Staff could be back in the near future to revise policy again but needed to have something in place prior to the start of the year.

MOTION: Ms. Nittler moved, seconded by Ms. Levis, to Approve Revisions to GCDA/GDDA Criminal Records Checks and Fingerprinting.

VOTE: The motion carried unanimously, 7:0.

7. Approve Revisions to the Superintendent's Contract

During the last meeting, the board directed Chair Hays and Ms. Levis to update the superintendent's contract. The board previously had the item presented, and also had time to review the contract.

MOTION: Ms. Levis moved, seconded by Mr. Torrey, to Approve Revisions to the Superintendent's Contract.

VOTE: The motion carried unanimously, 7:0.

Mr. Torrey thought the district seriously needed to consider salaries for directors, department heads, principals and vice principal. The district was being beaten by other districts, as it couldn't provide the salaries needed to be competitive. He hoped it could be a future topic of discussion.

8. Set Board Calendar for the 2019-20 School Year

Dr. Balderas explained the proposed calendar was shared with the board during the June @@, 2019 meeting.

MOTION: Ms. Newman moved, seconded by Ms. Walston, to Set the Board Calendar for the 2019-20 School Year.

VOTE: The motion carried unanimously, 7:0.

9. Organize the Board of Directors for the 2019-20 School Year
   a. Elect Board Officers

Chair Hays introduced the topic. The board would elect a new chair and vice chair that evening.

MOTION: Ms. Sundgrenz moved, seconded by Mr. Torrey, to Recommend Ms. Levis for the Role of Chair.

VOTE: The motion carried unanimously, 7:0.

MOTION: Ms. Sundgrenz moved, seconded by Ms. Nittler, to Recommend Ms. Walston for the Role of Vice Chair.

VOTE: The motion carried unanimously, 7:0.

Ms. Nittler ensured Ms. Walston wanted to serve as vice chair. Ms. Walston said yes, she would be honored to serve in the position.

   b. Authorize the Chair and Vice Chair to Sign for the District During the 2019-20 Fiscal Year

MOTION: Ms. Levis moved, seconded by Ms. Newman, to Authorize the Chair and Vice Chair to Sign for the District During the 2019-20 Fiscal Year.

VOTE: The motion carried unanimously, 7:0.

XI. ITEMS FOR ACTION AT A FUTURE MEETING

There were no items for action at a future meeting.

XI. SUGGESTION BY THE BOARD FOR CONSIDERATION AT A FUTURE MEETING

1. Meeting Dates:
   - July 10, 2019 at 12:00-1:30 p.m. – Oath of Office
   - August 5, 2019 at 5:30 p.m.-7:30 p.m. – Interview Candidates for Board Member
   - August 8. 2019 at 5:30 p.m. – Appoint New Board Member

Ms. Nittler wondered if a salary scale discussion was appropriate for the board to take on. Dr. Balderas said the plan would be to return in fall 2019 and have a work session, in order to have a deeper dive on comparable districts. There was quite a bit of discrepancy across districts.

Chair Hays asked if the board wanted to set a time for its August 8, 2019 meeting. She suggested 5:30 p.m. All were in agreement.

XIII. ADJOURN

Chair Hays adjourned the meeting at 10:44 p.m.

(Recorded by Marina Brassfield)

_____	_____
Dr. Gustavo Balderas	Anne Marie Levis
District Clerk	Board Chair